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AUTHOR Arnold, William E.
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ABSTRACT

This document discusses graduate course offerings designed to prepare the student for teaching at the junior college level. The four categories into which community college programs fall are presented. Recommendations developed by the American Council on Education (1959) for the preparation of faculty members for community colleges are listed, as well as recommendations by the author. The following suggestions are made for the preparation of speech communication community college teachers: communication theory ought to be presented in a framework that allows for a discussion and an understanding of the principles of rhetorical theory; potential faculty should be exposed to a wide range of situations that emerge in the communication process; and students who are planning to teach in community colleges should have an understanding of instructional communication methods and techniques. (LL)

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# GRADUATE CURRICULUM FOR JUNIOR COLLEGE STAFFING

presented by

Dr. William E. Arnold, Chairman
Department of Speech and Theatre
Arizona State University
Tempe, Arizona

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INTRODUCTION

The American Association for Higher Education has developed a game called Edventure which attempts to depict the state of education between 1980 and 2001. This game allows participants through a role-playing, simulation exercise to pursue education in one form or another. Opportunities for education beyond high school in this game ranged from adult education courses to traditional university and community college formats. If the results of the game are accurate, traditional forms of higher education are indeed in trouble. Most participants chose to advance themselves educationally through courses offered by adult education programs, private institutions set up to meet certain specific needs either in business or in industry, and non-academic institutions offering course work in macrame, guitar, yoga, and even commune management. With this background in mind, the purpose of this paper is to discuss the role of senior institutions in providing graduate training for faculty and potential faculty for community colleges.

Although community college faculty probably know best the kind of coursework they need, an attempt will be made to discuss general philosophical points of view for such curriculum and then conclude with a specific set of recommendations on coursework.

At the present time, community college faculty offer a variety of programs for their students. In an attempt to understand why and what graduate schools should be offering, a discussion of the various programs that community college faculty offer would be appropriate. These can be divided into basically four different categories. Some community college institutions offer the first two years of what is considered a senior or four year college program. Faculty in these institutions teach traditional English, Mathematics, Science, Communication skills courses for their students in an attempt to prepare them for the last

two years at a senior institution. Second, community colleges teach a variety of vocational courses designed to provide specific careers for the two year graduate. These courses may range from urban technology, auto mechanics, to radio and television production. It should be noted that both of these programs the college preparation and the vocational program can be offered by the same institution. These are not mutually exclusive. Third, community college faculty may offer courses simply to provide enrichment or general education for individuals who are not seeking the associate of arts degree or continued work in a four year institution. These courses may range from theatre appreciation to understanding stocks and bonds. Finally, a community college faculty can offer courses designed to provide release for leisure time activity. These courses may range from yoga to macrame or pottery.

Any attempt to provide a curriculum for potential junior college faculty must consider all of these approaches to community college education. The American Council on Education (1959) developed a list of specific recommendations which they felt would be useful in the preparation of faculty members for community colleges. These seven recommendations are as follows:

1. A clear conception of philosophy and background of community college institutions, their relationship to the total educational structure, and especially their place in the community.
2. An understanding of human growth and development of special problems of the age groups enrolled in community college programs.
3. Adequate skills in curriculum construction and evaluation of other areas related to the arts and science construction in community colleges.
4. An adequate supervised teaching experience lasting for at least a semester in the type of teaching in which potential faculty are planning to engage. This experience should include participation in various kinds of non-classroom supervised activity such as counseling and committee work.

5. A clearly balanced appreciation of both occupational and general education services of the community college.
6. Especially for those faculty members who are teaching in the occupational areas, an occupational competence which includes practical on the job experience with the due recognition of this practical experience would be desirable.
7. For instructors in the field of general or academic education, competence in their special field and also a broad functional field for example such as social factors in the life of the community as well as in the history and social sciences or in the humanities or in the health and community or in conservation of human resources in the community with practical experience in community service agencies such as newspapers, camps, and similar types of activities, would be appropriate.

These seven objectives or recommendations for the preparation of potential community college faculty are broad and encompass all work which we might recommend for the field of speech communication.

For the past year, the author has been involved in a series of three action caucuses in an attempt to discover where community and senior institutions might have some commonality and to determine problem areas that would need further work by either or both of the institutions. The results of those three conferences have led to the development of a series of fourteen recommendations. These recommendations center around developing flexibility for community college programs and faculty to the facilitation of degree programs for faculty and potential faculty for community colleges. Although these recommendations were developed out of an interest by speech communication people, the recommendations are broad enough to cover not only our own discipline but disciplines across the gamut. These are therefore presented as follows:

1. Community college teachers should not specialize in the teaching of transfer students or vocationally-oriented students. All members of community college staffs should function across these boundaries.

2. Graduate School preparation should be broad enough to provide community college teachers with the training necessary for adaptation to all these teaching challenges.

3. Senior university institutions should review their programs to determine if they are preparing students adequately for instructing vocationally-oriented and community-oriented courses.

4. Students working on advanced graduate programs should be encouraged to delve into cognate areas for courses that can enhance their future employment in a community college.

5. More course work at senior institutions should be accepted among institutions to facilitate degree requirements.

6. A research study should be undertaken to determine the value of residency doctoral programs currently being offered in other states. Reference is made here to degree programs offered by a number of non-residency based Florida programs.

7. Opportunities should be made available to college faculty to upgrade their competency levels and pursue advanced degrees, with a teaching emphasis.

8. Exchange professorships between junior and senior college staffs should be introduced as an accessible addition.

9. Senior staff members who are employed in a junior college program should be given the opportunity to conduct seminars for which graduate credit might be given.

10. Community college teachers should avail themselves of all opportunities to explore graduate courses and degrees beyond the M.A. while holding their current positions at community colleges.

11. Community college teacher seeking a leave of absence for completion of a degree should be guaranteed a position upon his return to the community college.

12. Senior institutions must make changes in residency requirements to facilitate the above recommendation.

13. Rewards should be forthcoming from boards and from the universities for the development of the above programs.

14. Any proposal such as the one presented here should include a structure for evaluation and dissemination.

The above recommendations are useful in that they attempt to provide an academic climate for the development of graduate curriculum for community college faculty. No proposal would be complete without some discussion of specific course recommendations which would be useful for potential faculty. I would like to

discuss a possible course inclusion in light of the recommendations that have been presented thus far in this paper. Communication theory ought to be presented in a framework that allows for a discussion and an understanding of the principles of rhetorical theory. A faculty member who has an understanding of his discipline should have some course work in the traditional rhetorical areas. Such a recommendation is tempered with the understanding that rhetorical theory would be presented in much the same format as is the history of chemistry course in the field of chemistry. An attempt should be made to present what is the best out of the past in light with what one is preparing for in the future. An understanding of rhetorical theory is necessary to develop sound communication theory. Therefore such course work should be provided that would give the student this basic understanding of the heritage of community theory.

Second, potential faculty should be exposed to a wide range of situations that emerge in the communication process. Students should not be limited to an understanding of interpersonal communication but should receive coursework that would allow him to study interpersonal along with small group communication, public speaking, and the mass media. Both verbal and non-verbal aspects of communication would certainly be essential in the courses that would be developed in this area.

Three, faculty who are planning to teach in community colleges, should have a basic understanding of organizational communication. This course or courses emerged from what we had traditionally called business and professional speaking. Potential faculty need an understanding of the organization and how it functions and the role that communication plays in the development and maintenance of the organization. This would certainly be useful for certain kinds of vocational programs.

Finally, students who are planning to teach in the community college should have a sound understanding of instructional communication. They need an understanding of instructional media or the role that media plays in the instructional

process. Without such an understanding potential faculty will be unable to cope with what usually is a surplus of audio-visual materials and equipment in community colleges. Facilities being much more modern and generally better equipped than senior institutions will necessitate that potential faculty have an understanding of the use of such equipment toward the end of more effective teaching.

As I began this paper I suggested that the state of higher education which includes senior as well as community college institutions may be in for a period of hard times. The above recommendations do not assure that community colleges are going to survive, only that perhaps they will be better able to adapt and to cope with the needs of the students from the period 1980 to the year 2001.

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